Proposal for Increased Equity and Inclusivity for the Disabled Community at CWRU

Prepared for the For a Better CWRU Executive Committee

Prepared by the Disabilities Committee and its co-chairs

March 11th, 2020

Statement of Purpose

With this proposal, we aim to improve the experience at CWRU for the disabled community, to increase access to reasonable accommodations, and to ensure equitable access to campus resources and infrastructures. We have identified four areas which need improvement: disability training, physical accommodations, academic accommodations, and campus resources and research. Many students have brought issues to our attention that must be addressed.

First, many students have experienced ableism from faculty, staff, and peers, which we hope to address with improved disability training for both employees and students of the university. In addition, accessibility is a huge issue both physically, especially regarding transportation, and online accessibility, such as difficult and/or unclear accommodation processes. In some regards, there is insufficient awareness or ease of use of certain disability accommodations and their processes. Importantly, students also report a need for more visible and comprehensive reporting systems for inaccessible buildings and faculty/staff violations of accommodations and/or ableist comments making students feel uncomfortable or unwelcome.

We believe that the disabled community on campus is often deprioritized in conversations about diversity and resources to support communities on campus. Disabled students have a wide range of needs that are not being consistently met, and efforts such as Days of Dialogue tend to be focused on abled individuals with the disability community rarely being more than an afterthought. There is a need for increased social and material support for the disabled community at CWRU, including adequate resources during COVID-19, a community center on campus akin to which other communities have (e.g. LGBTQ+ center, Women's center, etc.), and more adequate training and visibility of disabled students within the idea of diversity

on campus. We plan to address these inequities by planning and implementing the following solutions.

Category #1: Disability Training

1. Training for University Employees

    a. Faculty and Staff [long term - **contact**: FSCUE Executive Committee, Chair: Joachim Voss]

        i. Students have experienced faculty and others in advisor not being respectful of disabled students and their needs for accommodations and privacy. There have been numerous reported incidents of faculty breaking confidentiality and questioning the need for accommodations and/or outing people for their disability. There have also been incidents of microaggressions by faculty and staff as well as insufficient support for students with disabilities.

        ii. We propose that faculty and staff have ongoing training in regards to accommodations as well as cultural competency for the disabled community and their experiences in higher education. We believe that this training would be most effective for faculty and staff if there was an emphasis on the differences between the kinds of disability and how they impact learning. These are physical, mental, and social disabilities. The disability community is very diverse in itself, and we do not believe that this is currently reflected in how faculty and staff are taught about them.

        iii. In addition, CWRU should ensure that this training makes instructors aware and familiar with exit strategies not only for fire escape protocol,

but specifically for students with disabilities. All faculty and staff, as well as graduate teaching assistants (GTAs), should be aware of the proper protocols, but they also need to be trained in helping students who need assistance or who simply have to take a different route.

    iv.   In order to competently address these concerns, faculty and staff should be required to complete continuing education on disability resources. Continuing education would involve discussion of ableism and diversity of experience within the disabled community. The Disability Resources office is equipped and enthusiastic about this expanded training.

b.   Teaching Assistants [short term - **contact**: UCITE, gta/uta@case.edu]

    i.   In addition to providing and requiring more disability-centered training for faculty, GTAs should have much more training. In the required teaching courses offered, such as UNV 401 A, B, and C, there is an apparent lack of disability training.

    ii.   We propose that such courses and/or departments have a day long disability training seminar that is required for all GTAs. This should include, but not be limited to, training to assist students with academic and physical accommodations, empathetic approaches to students with disabilities, and how to effectively communicate with such students about these topics.

2. Changes to Orientation Training [long term - **contact**: kathy.petras@case.edu]

    a. Continuing Education/Course on Diversity for First Year Students

        i.   Diversity conversations at CWRU often do not include the disabled community enough. Many students report disabilities only being mentioned at Diversity 360 on a worksheet reflecting on their own diversity. This is unacceptable, and representation matters for how the disabled community is treated on campus.

        ii. In collaboration with the other committees, we would like to fortify education on disability for incoming students, as this is the most effective way to ensure that students receive this information in order to shift the culture and acceptance on campus.

        iii. We would ask that a module on disability is taught with an emphasis on the social construction of disability, social perceptions and treatment of disabled people, and diversity and inclusion of the disabled community. We'd be happy to discuss these topics further, and Disability Resources could shed some light on this subject as well.

    b. Optional Disability Resources Meeting Options

        i.   Currently, the Disability Resources office has an invite-only meeting for first years who have started an application with their office, and they table for their office for graduate student orientation. These measures are good, but they are not enough.

        ii. During orientation week, there is a schedule provided to students with a list of various optional meetings that they can attend. We propose that the

> Disability Resources office informational meeting be on that list. This would give students more information about the office and accommodations on top of the general information they'll receive during orientation. It is integral, too, that graduate students be able to receive this additional information as well.

    c. In addition to the list of apps recommended for students to download during orientation, we ask that the Rave Guardian app be added. It would be beneficial for students to understand the range of information and utilities offered by the Rave Guardian app as well.

3. Orientation Leader Training [short term - **contact**: kathy.petras@case.edu]

    a. Having been an orientation leader myself, I have also been through orientation leader training, which is a week long with full 8 hour days of presentations. Of those 40 odd hours, the training on Disability Resources constituted hardly a half hour, and this was squeezed into a rapid fire succession of presentations on various departments that morning. The accommodations process is not easy or simple to go through, and many students learn that this is an option to them too late. Orientation leaders must have knowledge about Disability Resources in their repertoire, so that they can direct students to the office and its services.

    b. We only ask for a dedicated hour of time for disability training for orientation leaders. The Disability Resources office is very enthusiastic about this and would gladly give a more holistic presentation if given the proper amount of time.

    c. However, we know there is a finite amount of time for training orientation leaders, so how can this expansion be accommodated? This is an issue of

prioritization, as the disability community often feels like an afterthought in these conversations.

d. In general, I believe these rapid fire presentations should be more interactive and should brush over the intricacies of the department which you could find from a google search. I did not glean much information from that outpouring of technical information. Instead, they should focus their presentations on the information that orientation leaders should have a working knowledge of in order to bring up in conversation to support new students.

e. Finally, I (Brianna Olson) would be more than happy to work with the First Year Orientation team in order to facilitate this and to help work this into their training program from the perspective of someone who's gone through this program.

4. Training Disability Advocates [long term - **contact:** Disability Resources, disability@case.edu]

a. We would like to start a group of students called Disability Advocates, which would be integrated into CWRU in a similar manner to the Wellness Ambassadors which operate under University Health and Counseling Services. These students could receive training regarding accommodations and ADA compliance from Disability Resources. However, they would operate independently, directing programming and efforts to increase the visibility of disabled students on campus as well as serving as a resource for them.

b. These advocates would continue doing work similar to what this committee has been able to do. They would critically evaluate whether campus services are equally accessible and use their collective voices to call attention to the struggles

that disabled students face daily. The Disability Community Center (if/when established) would serve as a base for these individuals where they could meet and foster community.

c. These disability advocates would be recruited by reaching out to student groups on campus, such as NSSLHA, Case for Sight, CWRU for Autism Acceptance, and NAMI, to find student leaders in issues regarding student rights. Being disabled would not be a requirement to be an advocate, as disability rights issues are not only the concern and responsibility of disabled people. However, we would like to campaign to highly encourage disabled student leaders to get involved to lead and organize their community. These efforts would align with the mantra of disability activists across the country: "Nothing about us without us."

Category #2: Physical Accommodations

1. Improvement to Transportation Accessibility [long term: Richard Jamieson, richard.jamieson@case.edu]

   a. Assisted Transport

      i. Students can receive assisted transport through their accommodations in order to be transported to classes. Many have experienced exorbitant wait times for assisted transport that lead them to be late to class and which pushes them toward utilizing other more consistent and expensive modes of transport. We believe that this is an issue of prioritization, coordination, and accountability.

      ii. It is integral that students be able to use this service that they are legally qualified for and which is essential to their quality of life on campus. It is

true, too, that the same vehicles and drivers are responsible for assisted transport who are also drivers after 6PM when the service becomes Saferide. We suggest that these drivers be more adequately trained on the differences between their roles, responsibilities, and the communities they serve before and after 6PM.

    iii. In addition, we believe that the communication systems need to be evaluated and subjected to a quality improvement process in order to ensure that wait times are not more than the advertised time and that these standards are maintained regardless of the time of day or year.

    iv. Currently, the system keeps track of when requests are put in and when the transport arrives, so this data will be important to the evaluation of the current system in addition to student feedback. However, it would be useful to establish a method of data collection for when the system fails and students have to call dispatch themselves.

b. Saferide

    i. Students have also asserted that there are not enough wheelchair accessible Saferide vehicles, and this makes it difficult for them to get transportation home after 6PM. Students should not have to build their class and extracurricular schedules around when it is convenient for the service-providers; instead, service-providers should prioritize those that they serve with increased needs.

    ii. We would suggest a transition to all accessible vehicles; however, we understand that this change will be a process, and this change will not and

cannot be immediate. Because of this, we propose that the Saferide apps be updated in order to allow a place for students to specify if they are disabled or will need an accessible Saferide vehicle to be their ride. This would improve the efficiency of the system, so that students do not need to turn a driver away and request a new one if and when an inaccessible vehicle shows up to pick them up. This provision should be in place until we achieve the standard of every Saferide vehicle being accessible.
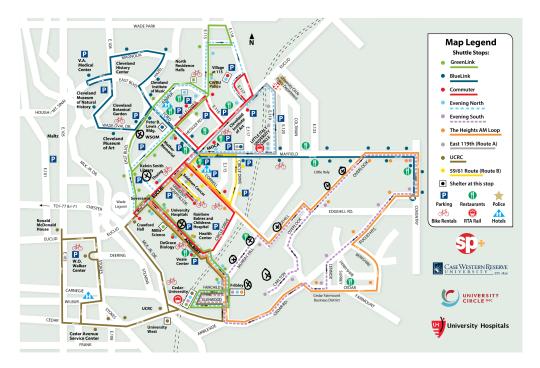
c. Campus Shuttles

   i. Campus shuttles are an integral service that assists students with varying degrees of disability to get around campus and the areas surrounding CWRU. Many have noted a need for an increased number of stop locations as well as times. We believe the bare minimum for an increase in stops should constitute more shuttle stops near clinics and pharmacies, such as RiteAID, which improve access to medication refills and locations to seek help for emergency health needs.

   ii. We also recognize the difficulty the greek life houses on the south side have on getting campus shuttles as they are further away from many stops. We propose a new stop in little italy on top of the hill for the campus shuttles.

   iii. This service affects many more than just the disabled community, so we propose that a survey be sent out to the student body at large in order to gauge the need for specific location and time expansions. This survey will

also collect data on current usage in order to establish a baseline. This survey constitutes the following:

1. What time do you usually use the shuttle in the morning, if any? (open ended)

2. What time do you usually use the shuttle in the afternoon, if any? (open ended)

3. How many times do you take a shuttle in a day? (open ended)

4. How many times do you take a shuttle in a week? (open ended)

5. Would you prefer for there to be more stops on North Side? (Y/N)

6. Would you prefer for there to be more stops on South Side? (Y/N)

7. Would you prefer for there to be more stops in between North Side and South Side? (Y/N)

8. Check off all the areas where you would like there to be more stops: (Top of the hill, Bottom of the hill, KSL/Tink area, The Village, Near Wade, Off-campus toward Cleveland Clinic, Off-campus around North Side, Off-campus on Murray Hill, Off-campus in Little Italy, Off-campus in Cleveland Heights/Coventry, Other)

9. Do you think that shuttles are accessible? (Y/N)

10. Are there any stops that are not accessible or inconsistent in their stopping frequency? (Y/N)

    a. If so, which stop(s)? (open ended)

11. Are the shuttle maps clear and easy to understand/access? (Y/N)

12. Do you think there are enough shuttles? (Y/N)

13. Do the shuttles start early enough? (Y/N)

14. Do the shuttles run late enough? (Y/N)

15. If not, when would you like to see the shuttles run from and to? (open ended)

iv. The following figure is an example of increased stop locations which were identified by our physical accommodations committee:

2. Building Accessibility

a. Building Initiatives [long term - **contact**: Campus Planning and Facilities Management]

i. Numerous buildings on campus are inaccessible to students with physical disabilities. Students have even reported being turned away from some programs because the main academic building(s) required for their studies are not accessible. This is unacceptable.

ii. First, we demand that in the short term, programs of study, especially the graduate schools, be held accountable on this issue. It is essential that classes accommodate disabled students, so policy should mandate that the building for a class be changed to allow the student to take that class, so that they are not turned away from their education due to their disability.

    iii.   In the long term, we propose that CWRU establish a ten year plan to make all buildings on campus accessible. CWRU will need to establish which buildings are inaccessible. This would involve a process of collecting data from reporting systems and inspections of the buildings on campus. Using this information, CWRU would establish a budget to make these buildings more accessible by 2031. It is necessary that the university be accountable and accommodating to disabled students on campus who, as it stands, often do not feel welcome here.

    iv.   In terms of funding for this initiative, part of the endowment funds building initiatives, so this funding could cover the necessary changes to buildings to make them accessible to all, regardless of their disability status.

b. Improvements to the Reporting System [short term - **contact**: Disability Resources]

    i.   The buildings across the CWRU campus lack many aspects of accessibility in terms of ramps, automatic ('handicap') door mechanisms, regular maintenance of structural accommodations, bathrooms that are accessible for those that are physically disabled, as well as consistent and accessible elevators.

    ii.   Often, these issues go unreported for too long. While there is a system to report and fix these issues (email: barrierreporting@case.edu), we believe that the visibility and accessibility of this reporting process should be improved. We propose that the knowledge about reporting systems, in

general, be added to the new student checklist, so that students are knowledgeable of how to report issues for disability accessibility in addition to many other important issues.

    iii.   We also suggest that each building have an 'accommodations directory' online which would be updated regularly based on the reporting system. These notes from the reporting system would accompany the online map of accessible buildings.

c. Greek Life Housing Accessibility [long term - **contact**: Greek Life Office]

    i.   Many Greek Life houses have inaccessible dorms, bathrooms and buildings. Given that 35% of undergraduates participate in Greek Life, we find that this inaccessibility presents a significant barrier to future and current students wishing to participate in CWRU's social activities. Many recruitment events occur at these houses, which provides an initial barrier to joining Greek Life. Furthermore, current members and guests encounter difficulties when they wish to attend social events at these locations. Finally, many people consider life in Greek Housing an essential component for bonding, which students who require accommodations miss out on when the University decides to exempt them from housing requirements instead of fixing the problems at hand.

    ii.   A long term solution requires a capital investment project that builds entirely new housing for Greek Life. Many buildings require new construction to comply with the ADA, especially in regards to accessible bathrooms, elevators, doorways, and bedrooms. This requires campus

wide cooperation and funding, which CWRU Greek Life alumni could help with.

iii. In the time period between now and this necessary construction project, we propose that University Housing and the Disability Resource Office work with chapters and help fund smaller scale accessibility projects. These temporary solutions include the addition of ramps and chairlifts to houses that can only be accessed through stairs. Projects for converting first floor rooms into accessible bedrooms should also be explored. Audits of Greek Housing should be conducted to find other interim solutions.

d. Maps for Transparency on Accessibility [short term - **contact**: University Marketing and Communications]

i. Almost all of the buildings on campus that are deemed 'historic' sincerely lack or have no accomodations for those with disabilities. It is important that students be made aware of which buildings are accessible and which are not.

ii. We propose first that CWRU provides a map that details which buildings are accessible and which are not. This would provide routes with ease of access, elevator locations, elevator functions (including which floors they service), as well as how to navigate buildings that require a roundabout way to get somewhere, such as Millis Schmitt. This map should be integrated into the various maps of campus available online. This map should also specify if a building is fire safe or not for students with physical disabilities as well.

      iii.   CWRU's Environmental Health and Safety does provide a map online that labels each building's fire escape location(s), but there should also be physical maps in the buildings by the doors and in the hallway for students with disabilities to have ease of access to such information and routes that best suit their needs.

e.   Improved Access to Amenities [**contact:** facility@case.edu Bob Kristoff and Disability Resources]

      i.   Bathrooms [long term]

           1.   Several buildings on campus lack bathrooms that can accommodate a wheelchair, scooter, or any other necessary aid. Given the addition of COVID-19 procedures and the need to limit occupants in the bathrooms, this issue has become even greater. For example, the women's bathroom on the first floor of Millis hall makes it essentially impossible for a student with a physical disability to use the bathroom as the structure is very difficult to navigate and there is almost no space in between the entrance and the stalls or the stalls and the sinks.

           2.   We propose that CWRU inspect all bathrooms in residential halls, academic buildings, libraries, and dining halls to ensure that they can accommodate those with physical disabilities regardless of the aids they need.

      ii.   Elevators [short term]

1. On CWRU campus, not all buildings that are in working order are easily accessible, the locations are not well-known, the lag time is very long, and some elevators do not reach certain floors.

2. In addition, as described earlier, there should be a directory for elevator location, function, and number to call for issues, as there is a directory for classrooms and offices. There should be visible signs as well stating if an elevator is disability accessible or not and a number to call if one should have any issues.

   iii. Sidewalks [long term]

1. Given the size of our campus and the climate it is situated in, we propose that CWRU has a more efficient way to clear snow from sidewalks and paths, particularly those which are cobblestone or alike, as they are harder to navigate with a wheelchair or scooter.

3. Financial burden of housing accommodations

   a. Disabled students who require housing accommodations are forced to pay the additional cost that is required for these spaces, despite the fact that they have been determined to be medically necessary.

      i. The spaces most frequently required for housing accommodations for disabled students are more expensive than housing options without these accommodations, with the single-dorm accommodation, particularly for first-year students, being an example. The extra cost of this is still required for the accommodation which is a financial burden placed on students who require them.

ii.   Those who need to live off-campus due to the inability of the university to accommodate these students on campus also face a financial burden because the university reduces aid using the off-campus living stipend. This is a policy that changed in 2019-2020. Prior to this, the university did not reduce student aid for off-campus housing if it was a disability accommodation. The off-campus living stipend is also inaccurate. This can be seen in the difference between the law schools' estimated off-campus living expense of $20,168, and the undergraduate cost assessment of $9,260. Despite both groups needing to pay for rent, transportation, utilities, food, and other costs, these estimates diverge significantly and further financially burden students.

b.   Given this, we propose the following solutions for the university to eliminate financial burdens disabled students incur for their necessary housing accommodations:

i.   For housing on-campus, the additional costs of the spaces required for disabled students should be discounted or covered in full with additional financial aid.

ii.   For housing off-campus, the university should return to its prior policy of not reducing aid for students living off-campus if it is an accomodation.

Category #3: Academic Accommodations

1.   Visibility of Accommodations [Completed - **contact**: Disability Resources]

a.   Many students are unaware that they can receive accommodations in their lab setting classes. These accommodations are very important and should not be

brushed over or only offered/mentioned when students express a specific need for them. Instead, we should increase the visibility of these accommodations by adding a section in the list of accommodations offered and on the website labeled "lab accommodations." Under this section, the accommodations that Disability Resources already offers in regards to labs will be listed, but the availability of these accommodations will become much more clear.

b. We also believe laboratory courses should follow a 'universal design' in which the environment and items in the laboratory are suitable to be used by all people. For example, all laboratories should contain adjustable-height workstations to accommodate those in a wheelchair. The work area should also be comfortable for those who are required to remain seated due to health impairments. Laboratory training for the students taking the course should include addressing special learning needs, accommodation alternatives, how to address issues with a lab partner, extra time for set up and completion of the lab work, safety procedures for students with a variety of sensory or mobility abilities, and use of institutional resources.

2. Clarity in Accommodations [short term - **contact**: Greg Harris, gjh45@case.edu]

   a. Website Accessibility

      i. There is a lot of potential to improve access and help the community by improving capabilities and pathways of disability resource websites. First, there should be a link to AIM on CWRU's main website. Students have reported that they need to bookmark the AIM website and struggle to find

it even from a google search if they do not do this. We must make these resources more accessible.

ii. In addition, a link to AIM should be included in the Student Information System (SIS) because AIM is a very important student resource. We think that SIS would also be a good platform to display this access because it would separate the stigma of disability being only a healthcare issue.

iii. It is very common that students don't know that they can access disability accommodations, let alone how to go about this process. We believe that having a very user friendly interface, which could automate a lot of the communication barriers students experience, would really assist a lot of students and decrease stress associated with the accommodations process.

iv. The next steps would be to work with UTech to get the details of this integration figured out with the legal aspects and internal policies. If the folks at PeopleSoft are not going to cooperate with this, then there is always the option of integration into other sites, such as possibly Canvas or MyHealthConnects, although these options are not ideal and carry their own barriers.

v. The main goal is NOT that AIM is housed in SIS or any other specific system, but that there is an accessible, streamlined consolidation of these resources so that the time between an issue, whether chronic or acute, and getting the appropriate arrangements is minimized in such fashion that academic performance does not suffer.

b. Accessibility in Other Formats

    i.   The room reservation website should feature information on whether or not the room is accessible. At least, this platform could link to the map we discussed which would show which buildings are accessible to students with physical disabilities.

    ii.   In addition, we would like to see a mandatory syllabus statement which discusses disability accommodations and resources to assist with the process of obtaining them. This would normally need to get in front of the faculty senate in order to be approved, and the Disability Resources office has been trying to advocate for this to happen for a while. The student body should be made very aware of the availability of these resources and the processes by which to receive accommodations, and we believe that a mandatory syllabus statement would be one way to help facilitate this.

3. Improved Reporting System for Accommodation Discrimination [long term - **contact:** Office of Equity and case community concerns taskforce]

    a.   Similar to the reporting system for physical accommodations, the reporting system for violations of academic accommodations exists, but it needs to be more visible and accessible to students.

    b.   Formal complaints about being denied accommodations go through the Office of Equity. We suggest that the availability of this process be made more visible to students by including it alongside general disability resources and information.

    c.   We also suggest an additional system, which would keep track of less serious grievances than outright violations of ADA compliance. The utility of this would be to keep track of complaints about faculty, staff, administrators, or student

instructors, such as GTAs or tutors. If a person in one of these positions receives more than two complaints of ableism or breaches of confidentiality, for example, then that person would have to complete continuing education credits online.

d. If the administration is willing to go forward with this initiative, we would be happy to aid in the design of an online continuing education "course" for these individuals to become more culturally competent and understanding of students with disabilities.

Category #4: Campus Resources and Outreach

1. Disability Community Center [long term - Department of Social Justice]

   a. Students have identified a need for a physical space that will unite and support students with disabilities. Similar to places on campus such as the LGBTQ+ center and the Women's center, we strongly believe that we need a Disability Community Center.

   b. This center would provide a safe, accessible space for our marginalized community to gather, seek support, and form a community presence on campus. The disabled community is very diverse in experience on campus, and currently, we have no real unifying place or organization to celebrate and uplift each other and our community here at CWRU. We need a location to do this that is separate and distinct from DR and OATS, as our accommodations do not define us or our potential.

   c. The disability community center would also supply some key resources in addition to support for the disabled community. We would want to have a mini fridge to hold onto lunches that needed to be packed due to specific dietary

restrictions. There could also be a small lockbox in the fridge in our community center in which students could temporarily store their medications closeby which need to be refrigerated, such as insulin. In order to be accommodating to everyone and what they want from this space between classes, we would like to supply several pairs of noise cancelling headphones. In addition, a couch suitable for naps between classes would be great for students with sleep disorders or chronic fatigue conditions.

d. This community center would also encourage and facilitate widespread inclusion of people of varying abilities. We have a vision of programming and events being hosted in the space and eventually hiring student employees similar to the Women's Center, the LGBT Center, and the Office of Multicultural Affairs.

e. The disabled community would greatly benefit from a shared community and centralized peer support system at CWRU, and the disability community center is the perfect opportunity to give that to students. In addition to the stated above, this center would also encourage dialogues and advocacy efforts for disability rights on and off campus. This would be a powerful way to include and uplift disabled voices without speaking over them or attempting to speak for us.

f. There has been some conversation around integrating the Disability Community Center into the Identity Center Initiative. We do want to be included and considered in the Identity Center Initiative; however, the Identity Center will be a hub for many different identities and aspects of diversity, and the disabled community deserves our own unique space tailored to our needs similar to the centers that exist for other diverse communities on campus. CWRU has the

opportunity to lead its peers in championing the inclusion of the disabled community in diversity initiatives and spaces on campus through the establishment of this center.

2. Accommodations for Caregivers [short term - **contact**: Disability Resources]

   a. We propose that caregivers be allowed to apply for accommodations in a similar manner to students with disabilities. Possible accommodations which caregivers may greatly benefit from are flexible attendance, for obvious reasons, and transportation assistance.

   b. Transportation assistance would constitute that caregivers also have access and permissions to the use of assisted transport in the case that the shuttle services are needed for getting medications or medical supplies.

3. Accessible COVID-19 Testing:

   a. Students living on the North side of campus have a two-mile round-trip to access the testing site at Veale Center. For students with mobility issues, requiring weekly testing means a grueling walk to the testing center, which can exacerbate mobility issues they may have afterwards, or being forced to utilize campus transportation which presents an increased risk of the transmission of COVID-19. Disabled students are more likely to have pre-existing health conditions that make contracting COVID-19 a more significant risk, which can make transportation inaccessible. As highlighted in the physical accommodation proposals, the transportation services on campus for disabled students are also already lacking.

      i. The current accommodations available to disabled students who have trouble walking to the testing site are 1) responsive transport and 2)

exemptions from the mandatory testing. Neither of these accommodations is ideal.

1. Disabled students are more likely to be at risk from COVID-19, and the risk of contracting COVID-19 is exacerbated in enclosed spaces like transport vehicles and is compounded by the improper wearing of masks by drivers. Numerous students have reported drivers inconsistently wearing masks in all campus transportation services and sometimes refusing to wear them at all. This was included in the survey made by Case for the People surrounding accessibility to the COVID-19 testing site, with 24% of respondents saying that they had witnessed drivers on campus transportation not following mask protocols.

2. The testing exemption is also not ideal, as surveillance testing for all students on campus is necessary to limit the spread of COVID-19 on campus as much as possible.

b. Given this, we propose several options for the expansion of COVID-19 testing to make it more accessible to students:

1) Opening a second testing site on the North side of campus or central to campus would make testing accessible to students for whom the testing site at Veale is inaccessible. Possible locations include the Tinkham Veale University Center and the Linsalata Alumni Center.

2) If opening a second testing site is not possible due to resource limitations, we propose that the existing testing site be moved to a central location on campus, such as the Tinkham Veale University Center or Thwing Center.